

## EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2019-20

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### 1 INTRODUCTION

- 1.1 Equality, diversity and inclusion are key elements of the University's 2030 People Strategy where we state that:

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*'We are able to harness the diversity of thought and talent across our entire workforce to produce world-class research and product development and to enable the next generation of innovators and creative entrepreneurs.'*

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- 1.2 The associated Equality, Diversity & Inclusion Charter<sup>1</sup> confirms that our work is directed by our equality, diversity and inclusion mission:

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*'To support Falmouth University in being a world class place to study and work, by providing an inclusive environment where there is equal opportunity for a diverse student and staff community to reach their full creative, academic and entrepreneurial potential.'*

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- 1.3 The action plan to deliver this mission has been distilled into specific equality objectives for both staff and students and these have been firmly embedded into our governance and operating models.

- 1.4 An Equality, Diversity & Inclusion Group is in place to monitor and report progress against these objectives with the results published in the Equality, Diversity & Inclusion Annual Report.

- 1.5 To support the evaluation of progress staff and student equality and diversity dashboards have been created to monitor the core metrics within the University.

### 2 STAFF PROFILE

- 2.1 Our staff equality and diversity dashboard continues to be used to monitor the core metrics within the University and support the evaluation of progress. The is attached in Appendix 1.

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<sup>1</sup> [Falmouth University Equality, Diversity & Inclusion Charter](#)

### Local context

2.2 Our data should be viewed considering the local context as a significant proportion of the workforce are recruited locally. The last Office for National Statistics (ONS) census in 2011<sup>2</sup> indicated that Cornwall has:

- More females (52%) than males (48%).
- A population that is growing at a slower rate (6.7% population growth between 2001 and 2011) than the South West region and England and Wales.
- An aging population, with a significant increase between 2001 and 2011 in the population at all age groups above 60 years old.
- A less ethnically diverse population than average, with 1.8% of the population stating they were from a non-white ethnic group (compared to 4.6% in the South West region, and 14% in England and Wales).
- More health problems, with 21.36% stating that their health limits their daily activities a little or a lot, which is more than double the national figure of 10% and may be linked to the age of the population in Cornwall.

2.3 The table below details progress against the protected characteristics defined by the Equality Act 2010:

<b>AGE</b>	<p>In previous Annual Reports, it has been noted that Falmouth’s academic staff group has an older age profile than the national average for the same staff group. The latest equality dashboard data illustrates that this position remains broadly unchanged. Falmouth has a much smaller percentage of its academic staff group in the under 35 age groups than the national average (11.94% compared to 29.07% nationally) and this percentage has fallen since the 2019 report (14.05%) and the 2018 report (15.40%).</p> <p>The percentage of academic staff at or above the minimum retirement age of 55 has risen to 27.86% from 25.79% in 2019. During 2020 we have been developing our support for academic staff wishing to move into research roles, a core part of which has been an Equality Impact Assessment of our activities under the Research Excellence Framework. We have also continued to support Technical careers with the Technical Tutor role helping Technical staff move towards Academic roles. A start has also been made on ensuring our academic roles are clearly defined with transparent career pathways for progression and related support.</p> <p>The profile of Professional staff is broadly similar to the national average apart from age group 36-45 that is similar to the Academic staff.</p>
<b>DISABILITY</b>	<p>The percentage of staff at Falmouth reporting a disability this year (5.58%) remains the same as the previous year. While this is slightly higher than the national sector average (5.25%) with the sector average is rising (up from 4.99% in 2019).</p>

<sup>2</sup> Source: <https://www.ons.gov.uk/census/2011census>. The next ONS census will be taken in 2021 and when analysis is available these data points will be revised.

	<p>We are pleased to see a sustained higher reporting of disabilities from our staff and students and believe that this demonstrates the supportive and inclusive environment at the University where we recognise and value the diversity of our community and are committed to providing support to enable everyone to contribute and achieve to their maximum potential.</p>
<b>GENDER REASSIGNMENT</b>	<p>Falmouth does not request or collect information on staff gender identity, as best practice guidance suggests that, because of the very sensitive nature of this information, and the additional privacy rights afforded to anyone with a Gender Recognition certificate. Organisations should carefully consider the reasons that they are collecting this information prior to doing so.</p> <p>As the number of staff at Falmouth identifying themselves as being of a different gender to that they were assigned at birth is likely to be too small to undertake any statistical analysis of, the disadvantages of collecting this information are considered to outweigh any advantages.</p>
<b>RACE</b>	<p>Falmouth has a smaller proportion of staff from non-white ethnic backgrounds (2.99%) than the national average for higher education (13.51%). This figure has decreased slightly from the previous year (3.18%) but is greater than the proportion in the local population with the 2011 census figures showing only 1.8% of Cornwall residents as being from a non-white ethnic background.</p> <p>The Race and Equality Action Group has been established to proactively improve our understanding of, and reduce, barriers to equality of opportunity and equality of experience.</p>
<b>RELIGION OR BELIEF</b>	<p>Data on religion and belief in HEIs is limited, and so no benchmarking has been completed on this data.</p> <p>Our data does show that the levels of staff not disclosing their religion or belief (by indicating 'prefer not to say' or leaving the field blank) continues to decrease, moving from 38.21% in 2018, to 33.6% in 2019, and to 32.9% this year. This could indicate increasing confidence in disclosing this protected characteristic. This may also reflect studies that more people are turning to religion in the current difficult time.</p>
<b>SEX</b>	<p>The latest Higher Education Statistics Agency (HESA) figures from 2018/19 show that the national male/female split for all staff within higher education is 54.6% female and 45.36% male, with a further 0.04% of staff recording their sex as 'other'.</p> <p>The dashboard illustrates that the Falmouth staff profile has shifted the balance slightly further in favour of female staff over the last 12 months, with the male / female split changing from 51.10% female and 48.90% male at Falmouth in 2018/19, to 51.43% female and 48.44% male in the 2019/20 report (with 0.13% of staff not specifying their sex).</p> <p>While these figures show a relatively even male / female split in Falmouth's staff group, it should be noted that this balance is not so even when analysed across pay grades and occupational groups. There is a separate Gender Pay Gap Action Plan that has a number of responses to</p>

	<p>address such disparities. Activities already underway to address this area include delivery of a mentoring programme to help promote and support female career progression and improvements to our recruitment and selection methodology to ensure the widest pool of talent is attracted to Falmouth.</p>
	<p>Since 2015 Falmouth has been working to ensure that better quality data is held with regards to the sexual orientation of staff and this year 6.10% of staff indicated their sexual orientation as either lesbian, gay, bisexual (LGB) or other compared to 5.79% the previous year, and 5.38% in 2018. This figure is significantly higher than the latest ONS 2017 figures that show only 2% of the UK population over the age of 16 identify as LGB. We celebrate the diversity of our University community and continue to work to ensure that we develop an inclusive environment for all staff and students and continue to develop partnerships with external organisations locally to enable us to play a key role in supporting a more connected and inclusive environment across the local region. In the last year we have joined with the University of Exeter in supporting a LGBTQ Group for staff and students.</p>

### 3 STUDENT PROFILE

- 3.1 The key demographic data available for students during 2019/20, alongside commentary and sector and subject comparison is set out below<sup>3</sup>.

<p><b>AGE</b></p>	<p>The University's student population is overwhelmingly aged 21 and under, although the development of our online offer is increasing the proportion of students aged over 21 and this is forecast to continue. As we develop more online courses, the traditional on-campus offer becomes less relevant to incoming students and the talent pool increases both globally and across all ages.</p>
<p><b>DISABILITY</b></p>	<p>29% of Falmouth students declare a disability, this is 16% greater than the national average, 9% greater when compared to the Creative Arts and Design subject area and 10% greater than GuildHE. The vast majority of these fall within specific learning difficulty (e.g. dyslexia) (11%, twice the UK average) and long-term mental health conditions: 11% (twice the UK average) and 10% (almost three times the UK average) of <i>all Falmouth students</i> respectively. This has been a strong part of Falmouth's messaging for some years and recognises the specialism we have in supporting students with these characteristics. Our Whole University approach to student support reinforces this.</p>

<sup>3</sup> Falmouth data drawn from MIS Equality and Diversity Report (October 2020), the Falmouth Degree Outcomes Dashboard for 2019/20 and comparisons drawn from the AdvanceHE Students Statistical Report 2019 (Available from <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2019>)

**RACE**

The University's undergraduate student population is predominantly white (c.90%), with, as reported last year the next largest ethnic group is "mixed" at 4% of our population. This is less diverse than our mission group (86% white) and the sector. As a result, the University has an absolute target to increase the percentage of BAME entrants to 12.8% as part of the University's Access and Participation Plan (APP).

Although the proportion of all students is under this, our three-year average for entrants is currently 11.4%, which is gradually feeding into the population. This strong performance against the enrolment target has been in part driven by greater outward mobility of our recruitment activity and franchise collaborative provision. Due to the cessation of an existing partnership, it will require further work to stay within the access strand of the APP and ensure the University remains on track in this area. Conversely, the same development is anticipated to have a positive effect on APP continuation targets.

**SEX**

The University maintained a broadly 40/60 split between male and female students respectively, although the proportion of male students enrolled has incrementally increased year on year. The University has a small but growing number (1.2%) of students identifying outside of male/female definitions.

Our student demographic is more balanced in this regard than the national figure for Creative Arts and Design<sup>4</sup> and GuildHE (33/67), and is driven by increasing numbers of students in the Games Academy and School of Entrepreneurship which tend to have a greater proportion of male students enrolled. Although the University has no external targets in this area (e.g. as part of the APP) it suggests the University has further work to do to increase the attractiveness of subjects beyond their stereotypical reach. This is being addressed through our Growth Team and outreach activity promoting female applicants towards computer programming (Games) and engineering (Product Design).

**SEXUAL ORIENTATION**

In common with the relative diversity of our staff profile in this area, over 15% of our students identify their sexual orientation as either lesbian, gay, bisexual (LGB), far outstripping the 2% national average. A similar proportion decline to provide the information, suggesting that the real figure may be higher still.

<sup>4</sup> The University has students in seven "subject" areas as defined by the Higher Education Statistics Agency (HESA) Common Aggregation Hierarchy, which allows the coding of subject studied for statistical purposes. Within this 55% of Falmouth students study a subject considered to be "Creative Arts and Design". This is used as a subject comparison as numbers are relatively small across the remaining six subject areas.

Further testifying to the diversity of our student body, a plurality (3%) of students also identify as 'other' (e.g. asexual).

### Good honours attainment

- 3.2 Good honours (First and 2:1 degrees) remains an important factor in enabling students to pursue their chosen futures and it is a measure used in the University's Access and Participation Plan (APP) targets. Across the University 74.7% of our graduating students achieved a good honours award in 2019/20 (against 74.1% in the previous year).
- 3.3 This is not spread evenly across our different demographic groups of students and where a difference in outcomes is observed:

**Age:** good honours by age group does not materially vary from the institutional mean given the low numbers of students outside of the 18-21 age category, although the previously reported dip in the proportion of 22-25 year olds receiving good honours has returned back to the mean.

**Disability:** students with disabilities underperform the institutional average with 68% achieving good honours, although this increases to 72% where they are in receipt of Disabled Students Allowance (DSA). Both figures underperform sector (74%) and subject (77%) comparisons, although as a whole the sector also awards proportionally more good honours awards in general.

During 2019/20 the University stepped up measures to increase participation with the "DO IT Profiler" which acts as a learning needs diagnostic which is useful for all students and particularly so for those with a SpLD as it is a gateway to DSA Assessment. The gap between disabled and non-disabled student good honours outcomes is a metric within our APP and will be further addressed as part of the Plan.

**Race:** white students continue to just outperform the institutional average with 75% achieving good honours. Notably there was a significant drop in the proportion (55%) of Black<sup>5</sup> students receiving good honours, this is in line with the disappointingly low proportion of Black students receiving good honours nationally (57%). Within Falmouth the low number of Black students graduating make this a volatile figure: an additional two students achieving good honours would have brought the proportion in-line with that awarded to white students.

**Sex:** the proportion of female and male students obtaining a good honours award is broadly similar to the institutional mean at 79% and 68% respectively. This is consistent with a circa 9% gap in previous years, but there is a marginal increase, and this is wider than the 5% gap seen nationally.

- 3.4 As we look to redress gaps in performance, recruitment, success (both continuation and good honours) and graduate outcomes – all of which will continue to be monitored against the OfS Access & Participation Plan – we will align these through existing workstreams and recommendations arising from the University's 2020 Widening Access

<sup>5</sup> Black or Black British – African Heritage, 2019/20 Degree Outcomes Dashboard 9/10/2020

and Participation Plan (Challenge 4). Interlined with other Challenges, this programme signals the importance we place on embedding APP awareness and targets into academic departments, professional services, and research culture at Falmouth. As part of this process, there will be a targeted stakeholder (internal and external) engagement phase near the end of 2020 prior to publication of the associated institutional White Paper on how to further develop and embed a Whole University approach in this area.

- 3.5 Widening Access & Participation activity will be further supported by the development of the Common Curriculum Framework (Challenge 6) and the new Learning and Teaching Framework (Challenge 1) which will create the opportunity to embed access and participation into curricula at the whole institute level as part of the implementation plans for this Challenge. Additionally, an outcome from Challenge 1 is the creation of “The Creative Catalyst” L&T periodical, which can act as an externally facing in-house dissemination mechanism for EDI awareness and calls to action.

## 4 ACHIEVEMENTS

### Strategic

- 4.1 The University’s plans for growing franchise off campus provision have the potential to deliver some of the diversification required by the Access & Participation Plan’s access-related targets, with limited environmental impact compared to the campus-based model of Higher Education.
- 4.2 Equality, diversity and inclusion considerations have been embedded into the development of the University’s 2020 Challenges. The following Challenges have particular alignment to our equality, diversity and inclusion mission: Digital Learning & Teaching Plan; Widening Access & Participation Plan; Integrated Academic, Research & Innovation Framework, to be implemented from 2020/21.
- 4.3 The Student Advisors pilot project developed in 2019/20, to be delivered in 2020/21 and 2021/22 will provide longitudinal and pro-active pastoral support to students, acting as a critical point of contact to enhance student wellbeing and is especially useful to promote higher quality outcomes (e.g. continuation) for students recruited through the access and participation agenda.
- 4.4 Recruitment of new staffing posts to the support the APP, including:
- Head of Student Access and Success (1 FTE)
  - Data Analyst & Evaluation Officer (1 FTE)
  - Access Officers (1.5 FTE)
  - Access & Success Officer (1 FTE)
- 4.5 These new posts will be pivotal in developing the University’s understanding of demographic challenges to access, success in and progression from higher education and, through the deployment of a defined theory of change, drive and support increased performance across the student body.
- 4.6 The development, in collaboration with The Students’ Union and the University of Exeter, of Falmouth and Exeter Speak Out<sup>6</sup> to simplify and improve reporting and

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<sup>6</sup> See <https://www.exeter.ac.uk/speakout/report/cornwall/>

support for our combined student community. As highlighted by the 2019 Equality and Human Rights Commission report on Tackling Racial Harassment in Universities<sup>7</sup> recognising that such events are under-reported and institutions have insufficient information to effectively address bullying and harassment, initiatives such as this will allow anonymous and first stage (formal) reporting of bullying/harassment incidents and provide support and resources to students who do not wish to formally engage.

#### **Team highlights**

- 4.7 The Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations came into force on 23 September 2018 with Falmouth's new website having to achieve a level of compliance and publish an accessibility statement by 23 September 2019, and all other Falmouth and FX Plus websites, Virtual Learning Environments (VLEs) and mobile applications having to achieve the same by 23 September 2020. A multi-departmental team has been meeting regularly to drive and achieve this compliance. Embracing the legislation means that all content uploaded has to pass through an accessibility checker to ensure the material is in optimal accessible format. A system has been devised and implemented so any user can request information in an alternative format if the tools in the site cannot provide this. The regulations have brought accessibility to the fore, particularly in new module design. The drive for compliance is a very positive step to inclusivity making online content accessible to everyone.
- 4.8 The University had secured £380k of ESF Priority Axis 1 funding (Inclusive Labour Markets) to support students with mental health issues in the transition from university to employment. The overall ESF program is designed to provide students who face particular labour market disadvantage (i.e. mental and physical health issues or disability) with additional support delivered in creative ways so that they can effectively compete in the labour market and improve their employability. This programme will deliver to 250 students over 3 years (to June 2023). The aspiration is to optimise the creative practice specialisms in the University and offer (test and learn) complementary sustainable delivery methodologies that surface and address the barriers students have in this transition to employment. The aim is to provide opportunities to co-discover, co-design and develop a model(s) and activities that will engage students with mental and physical health needs, help build relationships and confidence and co-design solutions leading towards employment that can be embedded within the mainstream employability offer and support provided by the University.
- 4.9 The South West National Collaborative Outreach Programme (SWNCOP) Outreach Officer has been working with "Next Steps" ambassadors<sup>8</sup> who have shared their stories with young people in schools. This new initiative, that started in 2020, was an "ambassadors into schools" programme, taking three male ambassadors to a Cornish school for a trial of a 6-week programme whereby ambassadors became mentors to the young men taking part. The ambassadors willingly shared their experiences, including one individual who spent time at a pupil referral unit while at school, and others who talked openly about living in poverty while growing up and how, despite a family who were supportive, they had no experience of how to help with university applications. Our student ambassadors were from diverse backgrounds themselves and, as such,

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<sup>7</sup> See <https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged>

<sup>8</sup> <https://nextstepssw.ac.uk/is-university-for-me/be-inspired/>

were good role models for the younger boys. The 6-week programme is running again in 2020/21 as the evaluation was so positive. The team worked through six sessions including university life, getting a CV produced, introduction to student finance and we planned their campus trip (March 2020) and subjects of interest.

- 4.10 The SWNCOP Outreach Officer has been working with the Student Mentor Team and the Students' Union to set up a Black, Asian and Minority Ethnic Student Mentor Scheme, in alignment with our existing Student Mentor and PASS (Peer Assisted Study Skills) schemes.
- 4.11 In response to the Black Lives Matter movement The Students' Union President (Welfare and Inclusivity) collaborated with Students' Union groups and Black and Minority Ethnic Students, to create a student-led and representative Black History Month programme. The SU President (Welfare and Inclusivity) and SU Team continue to celebrate important cultural dates such as religious holidays, including collaboration with the food outlets on the campuses, to raise awareness and open discussions on religious diversity.
- 4.12 The Students' Union Voices Magazine released a publication, *Volume 12: LGBTQIA+<sup>9</sup>*.
- 4.13 The SU President (Welfare & Inclusivity) has re-written the SU's student feedback cycle to make it more accessible to students. The ROS (Representative Online Survey) tool is a key feedback platform, and has been updated with new Black, Asian and Minority Ethnic categories.

#### **Local and Cultural**

- 4.14 Falmouth are developing a new Outreach Framework to be expanded, implemented and evaluated in collaboration with schools, colleges, third sector and other organisations. 'Falmouth Creative' is an umbrella progression programme for talented and creative students from Cornish state schools, which is a key demographic in our institutional APP ambitions. We are collaborating in partnership with the Craft Council partners to deliver the project for learners from across 8 schools, including hosting them at Falmouth University and ensuring that activities align with Falmouth's outreach objects and are monitored and evaluated effectively.
- 4.15 There are ongoing plans to deliver webinars to complement in-school activity and utilise UniBuddy for online support. These webinars are planned to cover: the application process, including portfolio help and student life in general. These will principally be delivered by student ambassadors and it is noted that UniBuddy gets excellent conversion rates.
- 4.16 The Higher Education Access Tracker (HEAT) system (linked with Applied Inspiration) is being implemented with best practice guidance sought through conversation and in-depth and ongoing training and support from HEAT member support staff. Integration of HEAT with Falmouth's CRM is being considered. The HEAT system has a database along with HEAT data collection forms, training sessions from HEAT (ongoing) and HEAT briefing paper.

- 4.17 There is work underway to develop an information, advice and guidance offer for schools which may include presence at careers days, presence at parents evenings, teacher professional development workshops promoting university, delivering workshops to support these in-school activities, promotion of other Falmouth-led professional development workshops for schools such as annual teacher conferences.

## 5 STATEMENT ON RACISM

- 5.1 In June 2020, the University responded to the national agenda and recognition of Black Lives Matter movement.

### **We are proud of our inclusive, caring community and recognise our institution's responsibility in supporting everyone within it.**

Both Falmouth University and our Students' Union are committed to creating an environment where everyone feels valued, are included, belong and can flourish. We know that everyone's experiences are different, but that everyone needs an equal chance.

Falmouth University abhors racism, harassment and discrimination and we recognise that we cannot be complacent about attitudes and behaviours in our community and in the inequalities and injustices that exist in society.

We also recognise that it is not enough, not to be racist, but that we must take a proactive role in being anti-racist. We have a duty to educate not only ourselves, but others around us and everyone at Falmouth has a role to play. We care deeply about this and have been working on some important projects and re-examining our practices and procedures. All at Falmouth recognise that we can and must do more.

Firstly, we must support the Black, Asian, and minority ethnic members of our campus community by listening to and learning from our students and staff.

We have recently been working with the Student Union to improve our harassment reporting tool, which will be relaunched soon, so that we can better understand what's going on and how we can improve our response to it. We would encourage all our students to use this tool to report any incidents of racism, or harassment, either experienced or witnessed.

Secondly, as educators, we also have a responsibility to engage with the moral and ethical issues that are integral to our practice, our industry and the fabric of our society.

Last year, we enshrined in our academic approach, the requirement that our curriculum "acknowledges and values diversity and cultures of difference across different demographic groups of students, so that students' diverse identities can be shared and stories told."

We have been listening to the student voice and in response, we will be launching a new student and staff working group that will be exploring ways that this work can be accelerated. Anyone who would like to participate can let us know by email: [vcoffice@falmouth.ac.uk](mailto:vcoffice@falmouth.ac.uk)

Third, we believe in, and are committed to, widening access to students from disadvantaged backgrounds, lower income households and other under-represented groups. Earlier this year we became a member of the Brightside social mobility charity which mentors young people so they can make informed decisions about their future. This is about equality of opportunity and ensuring that talent from all backgrounds should have the chance to succeed. It's also about recognising the power and strength of diversity.

We strongly urge those that have experienced harassment, abuse or hate to speak up and report these incidents to the University as soon as you can. Support is available to all staff and students affected by recent events via the following support networks:

- [Living Support team](#)
- [Multifaith Chaplaincy team](#)
- [Wellbeing support](#)
- [Tell Me](#)
- [The Students' Union](#)

*Falmouth University Statement on Racism, 8 June 2020*

- 5.2 We have established a Race & Equality Working Group which has submitted a successful business case for an application for the Advance HE Race Equality Charter Mark and initial work has commenced on decolonising the curriculum.

## 6 GENDER PAY GAP

- 6.1 Over the past year we have also continued further work and analysis on our employment gender pay gap and gender composition of our workforce. This work has predominantly been focused in two areas:

### **Review our Staff Gender Balance by grade and occupational group**

- 6.2 The equality dashboard at Appendix 1 has been designed with a particular focus on the gender balance across the University. The dashboard this year shows that within the academic staff group at Falmouth 46.77% are female and 53.23% are male. This is about

the same percentage of male academic staff compared to the 2018/19 national average of 54%<sup>[1]</sup>, and shows a reduction in the percentage of male academic staff, reported at Falmouth last year, of 56.81%.

- 6.3 Within the professional and support staff group at Falmouth, 56.52% are female and 43.21% are male. This is a lower percentage of female professional / support staff compared to the 2018/19 national average of 63%<sup>10</sup>, and shows a decrease from the percentage of female professional / support staff reported at Falmouth last year of 66.27%. This will in part be due to the TUPE transfer out of a department comprising female staff.
- 6.4 When analysed by grade, the dashboard shows a trend towards more senior roles having a higher proportion of male post holders within the professional / support staff group, as was the case in 2019. However, for the academic staff group, which also showed this pattern in the 2019 data, this trend is less clear for 2020, with the male to female split across the grades being closer to the total proportions of male to female academic staff. For the grades of Senior Management, grade 9, and grade 8, the proportions of female post holders in the academic staff group in 2020 are 0%, 33% and 27% respectively. This compares to 40%, 50%, and 30% respectively in 2019.

#### **Identify any Gender Pay Gap**

- 6.5 Falmouth's gender pay gap has been calculated in accordance with legislative requirements, and the figures are set out below, alongside the previous year's figures. It should be noted that the latest set of figures are from data taken at 31 March 2019, rather than showing the 2020 figure. This is because the legislative requirement for publishing the data provides a deadline of March the following year. Falmouth's gender pay gap at 31 March 2020 will therefore be calculated at the end of the 2020 calendar year for publishing before the legislative deadline of 30 March 2021.
- 6.6 The figures at Appendix 1 show a decrease in the gender pay gap from 2018 to 2019, and a significant increase in the median bonus gender pay gap although more women are receiving a bonus. This latter observation has arisen from a higher number of female staff receiving a staff excellence awards in 2019 that is lower than the average performance bonus paid to a smaller number of male employees. Overall, the average is lower on the female side compared to a higher average on the male side.

## **7 CONCLUSIONS**

- 7.1 The University has continued to embed equality, diversity and inclusion considerations within the core activities of the University. Equality, diversity and inclusion, 'is everybody's business', and not considered to be the responsibility of specialist individuals at the University.
- 7.2 All staff are required to complete Equality, Diversity & Inclusion mandatory training, and all line managers are required to complete Unconscious Bias mandatory training, the latter implemented in 2019/20. Completion rates are 87% and 85% respectively and rising.

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<sup>10</sup> Source: <https://www.ucea.ac.uk/library/infographics/gender-pay/examining-the-gpg-in-he>

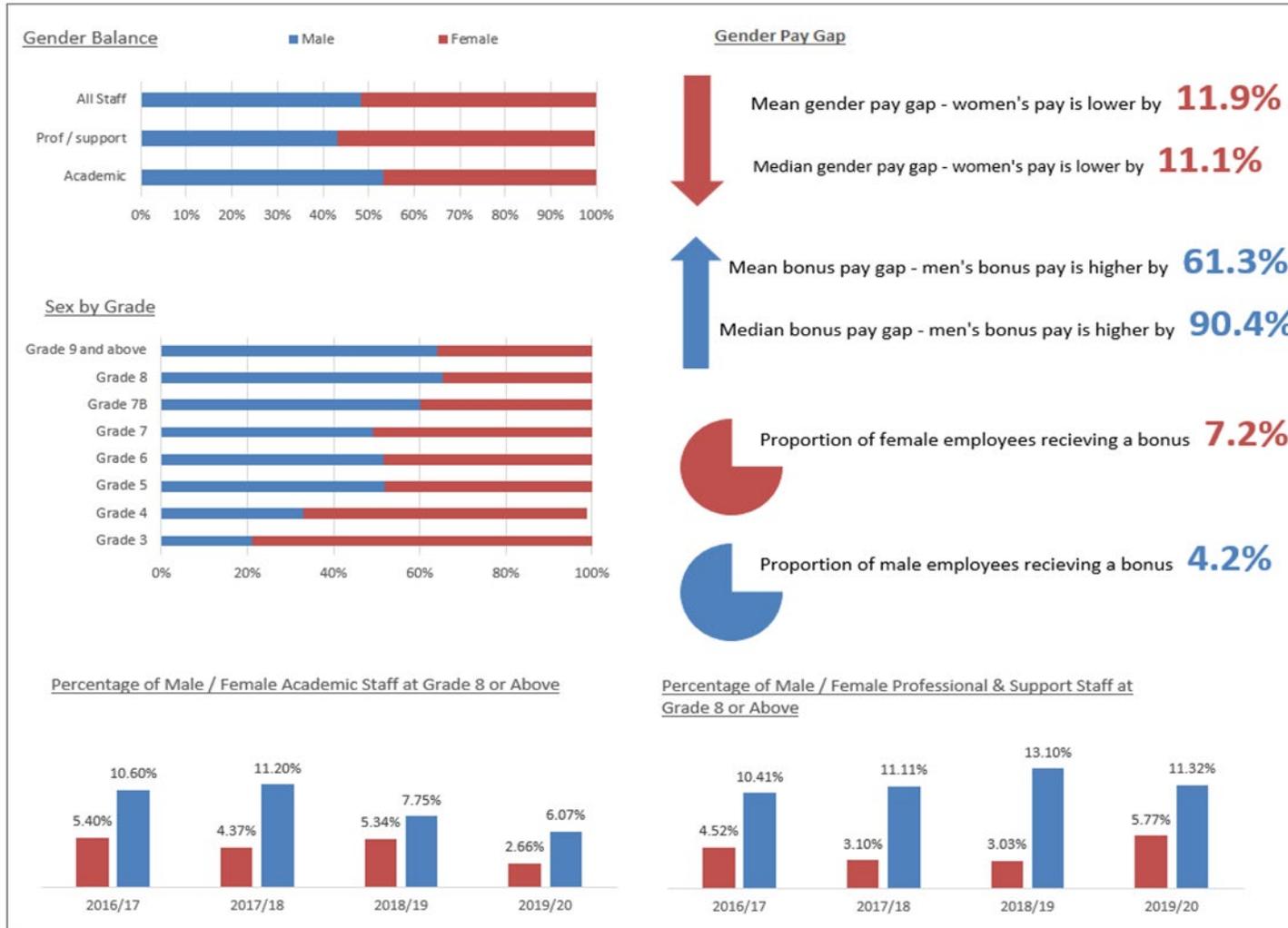
- 7.3 On a practical level, an Equality Impact Assessment (EIA) process is embedded into key University templates to ensure consideration of equality, diversity and inclusion as part of decision making and policy development. Work will continue to enhance EIA thinking across the institution in support of our equality, diversity and inclusion mission.
- 7.4 Progress has been made on analysis of our equality and diversity data and this has been used to inform operational decisions and to guide strategic initiatives.
- 7.5 To continue to guide our equality, diversity and inclusion initiatives as outlined in our Charter, an action plan for 2020/21 has been created detailing specific areas of focus for the next 12 months. Specific action relating to students is contained within the University's published Access and Participation Plan (APP).

## **8 APPENDICES**

1. Staff Equality & Diversity Dashboard 2020

# FALMOUTH UNIVERSITY

## Appendix 1 – Staff Equality & Diversity Dashboard 2020



PUBLIC

